

Coordinator Observation Scoring Form SY15-16

Practice 1: Build Shared Purpose

Indicator 1.1: Implement a Program Aligned to the District Vision, Mission, Goals, and Initiatives

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Demonstrates a limited awareness of all programs in his or her area of focus, including those that he or she does not directly oversee, which are being implemented at school sites. • Communicates the program mission and objectives to educators and other stakeholders. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Aligns programs and services that he or she oversees with district mission and annual objectives. • Gathers evidence of program accomplishments to monitor program and service <ul style="list-style-type: none"> ○ contributions to the district vision and mission ○ degree to which the program meets its mission and objectives. ○ implementation fidelity and relative program alignment to school objectives 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Shares evidence of program contributions to mission and vision attainment. • Engages school- and district-level staff and others in reflecting on program progress toward realizing the district vision and mission. • Engages school leadership in reflecting on school-based program fidelity 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Coaches other leaders on developing, enacting, and monitoring a program in support of the district mission and vision. • Contributes to district mission and vision setting and district improvement planning by participating on committees. 	<p style="text-align: center;">○</p> <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Practice 2: Focus on Learning

Indicator 2.1: Support Student Access to Effective Instructional Programs through Administration of District, Territory, and/or Federal Programs

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Uses VIDE’s curriculum frameworks to develop a common language for discussing instructional practices with school leaders and staff for the programs that he or she oversees. • Plans for communication with staff and other stakeholders about the program(s) objectives and intended effects. • Has the knowledge of federal or other legal responsibilities associated with program implementation. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Connects school leaders and staff with relevant research on best instructional practices pertaining to the programs that he or she oversees. • Maintains monitoring system of program implementation that engages staff in reflecting on practices. • For the programs that he or she oversees, monitors implementation of communications plan to ensure that stakeholders are well informed. • Complies with federal or other legal responsibilities associated with program implementation. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Supports school leaders and staff by providing access to high- quality, differentiated professional development (not limited to district sessions) that addresses program priorities. • Collaborates with school leaders and staff to revise programs for improved school climate. • Identifies and adjusts programs to meet unique school contexts without loss of fidelity. • Shares program leadership responsibilities among stakeholders to build program support. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Advocates at the district level for coordination of educator professional development to create a coherent support system. • Coaches or mentors school leaders, other district staff, or instructional personnel on effective program implementation and communications processes. 	<p style="text-align: center;">○</p> <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Practice 3: Manage Organizational Systems

Indicator 3.1: Build and Maintain Program Systems

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • For the programs that he or she oversees, provides limited support to school leaders and staff in establishing program(s). 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Establishes and maintains program timelines, organizational structure, and activities according to budget. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Evaluates the program-level resources, services, processes, and procedures to identify areas for improvement and modification. • Distributes program leadership responsibilities, as appropriate, to staff in collaboration with the school leader. • Coordinates program implementation with staff to maximize efficiency and support district improvement. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Leads or contributes to districtwide efforts to promote distributed leadership models and better career opportunities for teacher leaders. <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Leads or contributes to school-based efforts to promote distributed leadership models (if program is not implemented districtwide). 	<p style="text-align: center;">○</p> <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Indicator 3.2: Lead and Develop Personnel

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Limited communication to staff about the availability of professional development opportunities pertaining to programs. • Identifies professional development needs. • Supports staff with consistent meetings and time for substantive discussion about supports and inhibitors of student success in program-related areas. • Uses districtwide communications (e.g., newsletter, e-mail) and leadership meetings to keep staff informed about policies, procedures, awards, and other news. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Aligns professional development with specific areas of focus identified by staff as high-need topic areas. • Ensures that professional development opportunities pertaining to the program are well planned, to include communicating expectations, setting agendas, arranging locations, and evaluating results. • Assists school and district leaders in analyzing data and identifying trends for professional growth. • Builds interpersonal rapport with school leaders and staff. • Works with other district leaders to engage staff or school leaders in professional learning community activities. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Monitors and supports educators in applying learning to school or classroom activities. • Leads and facilitates reflective conversations with staff. • Plans and implements PD based on needs identified through professional growth. • Establishes and maintains professional traditions and practices in the district that engage staff in celebrating accomplishments. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Leads, contributes to, or evaluates districtwide efforts at designing and sustaining a professional development delivery system. • Coaches or mentors peers in best practices for carrying out program-level responsibilities. • Contributes collaboratively to the districtwide evaluation of and modification to the professional development programs in order to build professional learning communities. 	<p style="text-align: center;">○</p> <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Indicator 3.3: Manage Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Locates available fiscal, personnel, and/or material resources in a legal and equitable manner that supports the district’s vision, mission, and goals as applicable. • Strategically allocates his or her own time and/or other staff members’ time to support staff. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Sets and monitors the program or district budget (as appropriate) or ensures that the program or district operates within established budgetary guidelines. • Uses funds (as appropriate) to secure developmentally appropriate and relevant resources that will enhance the program’s goals and purpose. • Evaluates how his or her own time or staff members’ time is being used; advocates for more effective use of time, as necessary. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Evaluates the effective, legal, and equitable use of the program’s fiscal (as appropriate), personnel, and material resources. • Collects and analyzes data from a variety of sources— including feedback from stakeholders—in evaluating use of program resources. • Leads and works with school leaders, teacher leaders, and/or individual teachers to improve use of time. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Advocates for and contributes to district or statewide efforts to improve the effective and efficient use of resources. • Pursues funds (as appropriate) for new technologies and resources that will improve progress toward program objectives. • Collaboratively develop systems of time management that can improve performance and efficiency of other district programs. 	<p style="text-align: center;">○</p> <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Indicator 3.4: Mobilize Community Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p style="text-align: center;">○</p> <ul style="list-style-type: none"> Assists in the creation of a plan for allocating resources to district-level programs or schools that support their interaction with community organizations and families. Attempts to develop partnerships with community organizations that provide supports to students. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> Uses a variety of data sources to monitor and assess the impact of community resources in promoting student learning, solving school problems, and achieving school goals. Establishes partnerships with community organizations that provide supports to students. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> Collaborates with school leaders or staff to expand the use of community resources to accomplish the district mission. Uses multiple strategies for communicating the district’s needs to community organizations. Grows mutually beneficial partnerships with businesses and community- based organizations to share district, school, and community resources, such as buildings and playing fields. Collaborates with health, social, and other service organizations to connect schools with important services, as appropriate. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> Advocates for the development and better use of community assets in enhancing districtwide efforts to implement effective, relevant school programs. Work collaboratively with other district leaders on effective strategies or methods for mobilizing community resources. Advocates for understanding, communication, and collaboration between nongovernmental organizations, businesses, and the district to promote equity and excellence in education. 	<p style="text-align: center;">○</p> <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

Evidence: Document the evidence collected during the coordinator observation and used to rate this indicator.

Practice 4: Lead with Integrity

Indicator 4.1: Mobilize Community Resources

1=Unsatisfactory	2=Basic	3=Proficient	4=Distinguished	Not Observed
<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Inconsistent adherence to district and state ethical and legal principles. • Completes the professional growth plan. • Attends professional development offered to leaders by the district. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Engages in honest interactions based on ethical and legal principles. • Demonstrates respect for others and honors confidentiality. • Models self-reflection by evaluating one’s practice and adjusting it accordingly. • Pursues professional development and training to support and lead key programs and efforts in the district. • Sets professional goals that are aligned to district needs. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Models collective responsibility by demonstrating personal accountability for mistakes and professional learning. • Collaborates with colleagues within the district and beyond to continuously improve leadership skills. • Applies learning gained from the professional growth plan to change personal practices. • Attains professional goals that are aligned to district needs. 	<p style="text-align: center;">○</p> <ul style="list-style-type: none"> • Coaches or mentors other district leaders on acting ethically and with integrity. • Contributes to district efforts to improve district-level leader professional development. • Coaches or mentors other district leaders in growing as a professional to better meet district needs. 	<p style="text-align: center;">○</p> <p>If the component is not observed during the coordinator observation, no score is assigned or used in the total domain score.</p>

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